

WHITE ELEMENTARY

LEA Application Part II

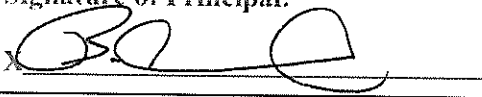
ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Katherine B. White Elementary/Middle (#4500)	District Name and Code Detroit Public Schools 82010
Model for change to be implemented:	
School Mailing Address: 5161 Charles Street Detroit, MI 48212	
Contact for the School Improvement Grant: Name: Mr. Bilal Tawwab Position: Principal Contact's Mailing Address: 5161 Charles, Detroit, MI 48212 Telephone: 313-866-3595 Fax: 313-866-3476 Email address: bilal.tawwab@detroitk12.org	
Principal (Printed Name): Bilal Tawwab	Telephone: 313-866-3595
Signature of Principal: 	Date: 7/29/2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

As evidenced by the existing data, White Elementary/Middle School is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations. In addition, existing data are no longer valid due to the closure of a significant number of Detroit schools. District-wide open enrollment necessitates the further evaluation of subgroup performance to understand shifting and evolving student populations. Therefore, it is essential to conduct an analysis of subgroup performance data once school enrollment is stabilized.

Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts informed by multiple and current data sources that reflect the current student population.

White Elementary/Middle School's targets for improvement will be driven by a theory of action derived from a school diagnostic evaluation.

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	55.4	56.3	61.3	54.5	61.4	55.3
Race/Ethnicity						
Arabic/Bengali	68.3	68.8	76.4	67.3	81.5	71.2
Black	51.3	51.3	54.5	49.4	54.0	46.0
Students with Disabilities	22.0	23.5	40.8	32.7	49.0	33.6
Limited English Proficient (LEP)	74.4	77.3	58.0	75.0	87.9	62.0
Homeless	UNIDENTIFIED POPULATION					
Neglected & Delinquent	UNIDENTIFIED POPULATION					
Migrant	N/A					
Gender						
Male	49.1	54.2	55.3	52.6	65.6	54.6
Female	61.6	59.1	67.5	55.1	59.7	55.6
Aggregate Scores	53.7	56.6	58.2	55.5	66.4	53.9
State	56.5	56.5	45.5	65.0	65.0	65.0

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspen-sions		# of Truancies	# of Expulsions	Unduplicated Counts		
		>10	<10	In**	Out*			In*	Out*	
SES	755	DU		N/A		DU	0			
Race/Ethnicity							0			
Native Americans	1	DU				DU	0			
Bengali	123			DU			DU	0		
Arabic	109						DU	0		
Black	562						DU	0		
Disabilities	95						DU	0		
LEP	232						DU	22	0	
Homeless	UNIDENTIFIED POPULATION									
Migrant	N/A	N/A		N/A			N/A			
Gender										
Male	409	DU		N/A	403	DU	0			
Female	386			N/A	374	DU	0			
Totals	795					122				

* DU- DATA UNAVAILABLE

** PROGRAM IS NOT CURRENTLY OFFERED

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	755	48	N/A	707		
Race/Ethnicity						
Native American	1	0	N/A	1		
Bengali	123	8	N/A	115		
Arabic	109	2	N/A	107		
Black	562	38	N/A	524		
Disabilities	95	0	N/A	95		
LEP	232	10	N/A	222		
Homeless	UNIDENTIFIED POPULATION					
Migrant	N/A					
Gender						
Male	409	34	N/A	375		
Female	386	14	N/A	372		
Totals	795	48	N/A	747	620	135

Attendance/mobility data identify a target population for intervention due to the negative impact on learning opportunities caused by suspensions, tardiness, and delayed entry:

- 777 suspensions, 122 of which were due to truancy
- Approximately 800 instances of tardiness to school
- 135 students enrolled after the beginning of the school year which had a negative impact on the timely delivery of instructional services tailored to the needs of these students

A *Transition Teacher* position will be created to address this identified learning need. (See II.4)

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	67	N/A	N/A	N/A	0	N/A	67
1	78	N/A	N/A	N/A	16	N/A	62
2	87	N/A	N/A	N/A	12	N/A	75
3	66	N/A	N/A	N/A	6	N/A	60
4	76	N/A	N/A	N/A	1	N/A	75
5	74	N/A	N/A	N/A	0	N/A	74
6	65	N/A	N/A	N/A	3	N/A	62
7	105	N/A	N/A	N/A	5	N/A	100
8	76	N/A	N/A	N/A	5	N/A	71
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	0
7	N/A	N/A	N/A	N/A	0
8	N/A	N/A	N/A	N/A	54
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.
- The school qualifies for ARRA and Title 1 funding which Detroit Public Schools is utilizing to provide technology resources, formative assessments, extended day for Tier III instruction, research based interventions, literacy and recovery coaches, early childhood programming, and comprehensive professional development for teachers.
- In addition, specific school-based Title 1 funds are utilized White for the following purposes:
- Professional Development
 - Instructional Specialist
 - School Service Assistance to insure that students are physically, emotionally, and academically prepared to engage in learning

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds X Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	X Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT (Transformation School)

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment (CNA), provide the following information:

- 1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.**

Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program which includes extended day learning and measurable expectations for school reform.

To implement the Priority Schools' reform, an agreement was established between the District and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform-creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community involvement. Staffing at Priority Schools shall be on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School.

White Elementary/Middle School will satisfy all requirements of the Transformation model by:

- Replacing the principal
- Developing teacher and school leader effectiveness through support from our external partner, Pearson K-12 Solutions
- Implement comprehensive instructional reform strategies
- Extend learning time and create community-oriented schools utilizing district initiated supports of summer school, extended learning, district level literacy coaches, reading recovery

- Provide operating flexibility and sustained support as provided in the collective bargaining agreement initiatives from DFT and Detroit Public Schools.

As a Priority School, our staff was given the option of remaining at the school and support the transformation, or to become automatically eligible to interview for jobs at our school or up to two other Priority Schools. Those who were not interested in working at White Elementary/Middle School, or who were unable to support the processes described in this school improvement application will be placed in an eligibility pool for non-Priority Schools. Our current staff verbalized their commitment to the school improvement process and their willingness to support the proposed efforts to effect transformative change. Statements of support follow:

“We look at change for improvement as a challenge that we are up for.”

“We have a high level of comfort with the current administration and we are ready to support the leadership.”

“We are excited for the opportunity for our school.”

“We are glad that this change initiative is supported, even mandated, at both the National and State levels. This helps us know that change for improvement will be continuous and sustained.”

The principal is committed and willing to support the proposed efforts to effect change as described in this plan.

We are confident that, together with the Pearson K-12 Solutions team, we can implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA). We have selected the Pearson K-12 Solutions STEP (School Transformation/Turnaround Education Partnership) Model because it is comprehensive and research based, because of its alignment to District’s Academic Plan, and because it provides strong implementation support to the White Elementary/Middle School Improvement Plan. In addition, Pearson is an approved provider of the Michigan Department of Education.

The K-12 Solutions STEP Model provides comprehensive support for building capacity for sustained school improvement and transformation. The STEP model integrates 10 research supported core elements:

Systematically Plan for School Improvement.

Using a thorough diagnostic assessment, K-12 Solutions builds on the MDE CNA by visiting our school and collecting additional data through the following action steps:

- Performing a comprehensive diagnostic review including classroom observations, student and teacher focus groups, interviews with

administrators, surveys of teachers, parents and students and an analysis of lesson plans and curriculum.

- Conduct a review of the Interoperability of technology systems to identify and remove technology roadblocks that may exist.
- Assessing the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins.
- Facilitate the creation and commitment to a mission and vision to focus all school improvement efforts.
- Through collaboration with our school stakeholders, the K-12 Solutions team will customize the STEP model and create a customized Theory of Action, a 3-day process involving 6-8 of our teachers as well as other school improvement team members, that will direct the development of our Implementation Plan that specifically address our needs.
- Create an Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative.

Develop Instructional Leadership.

Strong leadership is a necessary component to successful school turnaround programs (Berends et al., ⁱ2001; Duke, 2004ⁱⁱ). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005ⁱⁱⁱ). The following action steps will be included in this component:

- To prepare our principal to be an instructional leader and effective manager, the STEP model develops leadership skills via a five day Leadership Training Institute.
- The Pearson Achievement Advisor will provide ongoing mentoring and assistance to the principal on issues that are most important to developing instructional capacity in teachers and in removing roadblocks to teaching and learning.
- The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one that will transition to Learning Teams (LT) in year two.
- A school leadership team will be formed to facilitate school based decision making and monitor school improvement efforts and initiatives.
- The school leadership team will attend a Leadership Conference for Blue Ribbon schools, for training in processes and protocols for becoming a Blue Ribbon school.

The STEP model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

Create Collaborative Education Partnerships.

School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004^{iv}). To make school partnerships a reality we will:

- To demonstrate our commitment to fostering parental involvement, we will identify a Parent/Community Engagement Specialist who will coordinate all activities related to parent and community involvement.
- To make school improvement a success, we will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving. This leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

Emphasize School Culture.

For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003^v; Christle, Jolivette, & Nelson, 2007^{vi}). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at White Elementary/Middle School.
- Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Hire a Parent/Community Engagement Specialist who will be:
 - Monitoring home/school connection and increasing parent engagement
 - Seeking community resources to support students/families
 - Coordinating volunteer activities – seeking and securing volunteers to address school needs including student learning
 - Coordinating and facilitating parent activities at the school with the LSCO Chair to design Family Math, Science, & Reading nights for all parents.
 - Seeking community involvement to support identified gaps such as mentoring programs, tutoring, parents to accompany child on fieldtrips.
 - Coordinating outreach and school-based connections for grandparents of students (i.e. breakfast meetings, home-work help).

- Identifying and supporting parenting and community education classes, working with the administrative team and faculty to schedule and provide classes to parents to support their student success.
- Build community support by providing an outreach vehicle to seek and secure young males for student mentoring program and volunteer to help fill voids identified within school.
- Connecting the community to the technology available (how to access student information online and utilize resources that are available) through computer classes, etc.
- Collaboratively create solutions to the following issues:
 - Attendance
 - Expulsions, suspensions and alternatives
 - Truancies
 - Academic failure and retention
 - Parental engagement

We are committed to building a culture of high expectations and aspiration at our school.

Embed Achievement Support.

Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- Instructional Coaches will provide “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice. This includes a Math Coach to support math content and pedagogy within classrooms; support math lessons; work with grade level teams in the planning of mathematics instruction; identify and conduct math interventions.

Align Curriculum.

In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- If misalignment is evident, The K-12 Solutions team will work with White Elementary/Middle School to effectively align our school’s curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade.

- Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific student's needs.
- Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

Optimize Conditions for Teaching and Learning.

We will begin the process by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction, and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction.
- Through classroom observations, the ability of teachers to effectively manage classrooms will be determined.
- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn. Students will be provided with Student Planners for Years 1- 3 to help them organize and manage their learning targets, thereby assisting teachers and giving students responsibility for their own learning.

Foster Knowledge Driven Decision-Making.

Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:

- Provide teachers with professional development to become informed, collaborative data users.
- The K–12 Solutions team will help us create benchmark assessments using the current DPS Interim Assessment System, Learning Village, to create formative assessments.
- Facilitate the use of data tools for understanding and improving our practice. We are certain this will lead to improved student achievement.

Utilize Technology for Learning.

We need easily accessible, accurate, reliable, and timely assessment data so we can become knowledge driven decision makers who can personalize instruction to insure that all students are learning. We will provide teachers with:

- Training to retrieve information from data systems fluently.
- Support for the interoperability of existing technology systems
- Professional development to examine how technology is used to enhance instruction and extend learning opportunities for students.
- Technological support so we can adequately meet our needs to become data users and our students' needs for personalized learning.

Additionally, Teachers and students will have access to technology for interventions, enrichment, and accelerating the curriculum. In addition, curriculum resources include ancillary technology components that support teaching and learning. Samples of our use of technology for learning will include:

SMART boards – Teachers will be trained on the effective use of SMART boards.

Document cameras -- will be used to vary the delivery of instruction and to provide an easy method to model learning targets for students through the display of exemplars.

Evaluate for Continuous Improvement.

Our Evaluation Plan is aligned with our customized Theory of Action and Implementation Plan, and is created as part of the planning process described in STEP 1. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:

- Providing feedback to stakeholders regarding progress.
- Identifying the need for a change of course in a timely manner.
- Documenting short-, mid-, and long-term outcomes.

Phases of School Improvement with our external partner, Pearson K-12 Solutions

To implement STEP, we use a phased approach that is customized to address the priorities identified from Phase I-Diagnostic Evaluation for Nolan to implement school improvement plans.

Phase I—Diagnostic Evaluation, Planning, and Start of Implementation

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success.

We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of White Elementary/Middle School. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation.

Borman et al. (2003) note the strong relationship between the quality of comprehensive school reform implementation and positive effects on education outcomes. The systematic approach to STEP planning and implementation we use has many benefits. It requires methodical thinking and planning, which highlights areas of strength and weakness and therefore allows schools to think through

possible scenarios to identify potential barriers and support to successful implementation.

Pre-Visit Diagnostics

Before going on-site, we collect a variety of documents for analysis. These include, but are not limited to the following:

- Curriculum documents
- Demographics
- History of improvement interventions and initiatives
- Prior school audits
- School calendar and schedules
- Parent/Student/Faculty School Handbooks
- Longitudinal student data

On-Site Diagnostics

Pearson's K–12 Solutions members perform extensive observations, interviews, and surveys to develop a baseline of current conditions while visiting the partnering school site and analyze current and historical documents that the school provides before the onsite visit. Surveys are used to better understand student, parent, and staff perceptions and aspirations.

During the diagnostic school evaluation, an extensive review is conducted within the following areas:

- Consistency and quality of classroom practices, routines, and teaching strategies
- Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process
- School organization and collaboration effectiveness—including processes for peer development and priority setting, school calendar, and scheduling
- Quality of facility and infrastructure—including interoperability of technology, capacity, and use of systems
- Quality and fidelity of curriculum implementation—including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
- Community communication and engagement strategy—including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

Part of the planning process is to determine the schools' readiness alongside the Pearson K-12 developmental continuum (see diagram below). This allows us to do the following:

Agree on the school's current position along that continuum

- Provide a view of what it will take to move along that continuum
- Establish a framework for priority setting
- Establish a mechanism to appropriately pace the introduction of innovative new school design elements

Instruction & Learning					
Quality & Interoperability of Systems					
Aspiration & Engagement Culture					
Organizational Effectiveness					
Effective Use of Data to Inform & Plan					
Quality of Community Engagement Plan					
Quality & Use of Core Curriculum					
	Nascent	Evolving	Effective	High Achieving	Global Role Model

Developmental Continuum. Our K–12 Solutions team measures a school’s current conditions using this rubric.

Developing Clear Implementation and Evaluation Plans

As Maddux and Cummings (2004) note, absent an explicit statement and a clear understanding of how a given initiative is expected to produce changes in student learning, the implementation of educational innovations “can be based only on intuition, trial and error, superstition, popularity, or random means unlikely to be quickly productive in any way.”

The K–12 Solutions team will work with White School and district personnel to collaboratively develop a customized Theory of Action to guide our school improvement work through the STEP process. Furthermore, a clear Implementation Plan is needed to guide the hard work of school improvement. From the Theory of Action, the Pearson K–12 Solutions team develops an Implementation Plan in collaboration with identified stakeholders. The process will take 3 days and involve 6-8 teachers, along with other school improvement stakeholders. The purpose of the Implementation Plan is to provide a roadmap for school improvement by identifying:

- Required action steps
- Timelines
- Benchmarks by which to evaluate progress
- Performance indicators by which to measure success
- Roles and responsibilities for each action item, including the data collection and reporting of program monitoring and performance results

The last step is the development of an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, the plans for measuring those outcomes, and a plan for monitoring the implementation itself. Using a participatory evaluation model in which the client is a key contributor to the design and implementation of the evaluation, a collaborative plan for both formative and summative evaluation is launched. Timelines,

benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan for sharing results.

Monitoring the Plans' Progress

Collaborating with school administrators, the Pearson K–12 Solutions team will build a schedule for regular reviews over the course of the year to assess the progress against the plan's goals and priorities. The Program Manager records and monitors the planning, implementation, and execution of the program through weekly phone conferences designed to communicate the planning, implementation, and execution of the program among the entire K–12 Solutions team.

A series of meetings are also scheduled to share the Theory of Action, Implementation Plan, and Evaluation Plan with all stakeholders. We schedule an annual event in which we share evaluation results with all stakeholders to inform them of the progress of the school improvement efforts, where challenges exist, and to celebrate successes. The participatory evaluation model dictates that stakeholders contribute to the interpretation of evaluation findings in order to make them meaningful and useable to enhance success of the work.

Phase II—Leadership and Teacher Development

To gain the leadership skills necessary to lead the STEP model and sustain continued school improvement growth, Detroit site and key district administrators with a Principal Leadership Institute led by the Pearson K–12 Solutions team.

Also during Phase II, the STEP model provides weekly extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction (including blended instruction) and instructional strategies that correlate highly to student learning and engagement
- Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs)
- Using data to inform instruction and personalize student learning

As school opens, embedded achievement support is provided by two important K-12 Solutions team members. Pearson's onsite support team consists of an Achievement

Advisor and Instructional Advisors to oversee the implementation plan and verify that the customized STEP goals are realized. These on-site Pearson staff will be based at our Detroit school clusters and become familiar faces to teachers, administrators, and students. These important members of the Pearson K–12 Solutions team will be visible as they work at the school site supporting the components of the STEP as well as closely monitor and evaluate implementation.

The Achievement Advisor serves as the principal's coach and provides onsite leadership development and support. The Achievement Advisor also provides professional development for teachers and mentors the principal to effectively lead the Instructional Leadership Team.

Instructional Advisors provide “at elbow” support for site-based coaches and teachers as they apply new instructional strategies, employ new technology for instructional, and collaborate to provide differentiated learning that meets the needs of all students.

Phase III—Continued Leadership Development and Collaborative Teacher Learning

While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that engages teachers to refine their teaching and produce better student results. Learning Teams not only improves student achievement and school culture, but also builds within schools' capacity to continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.

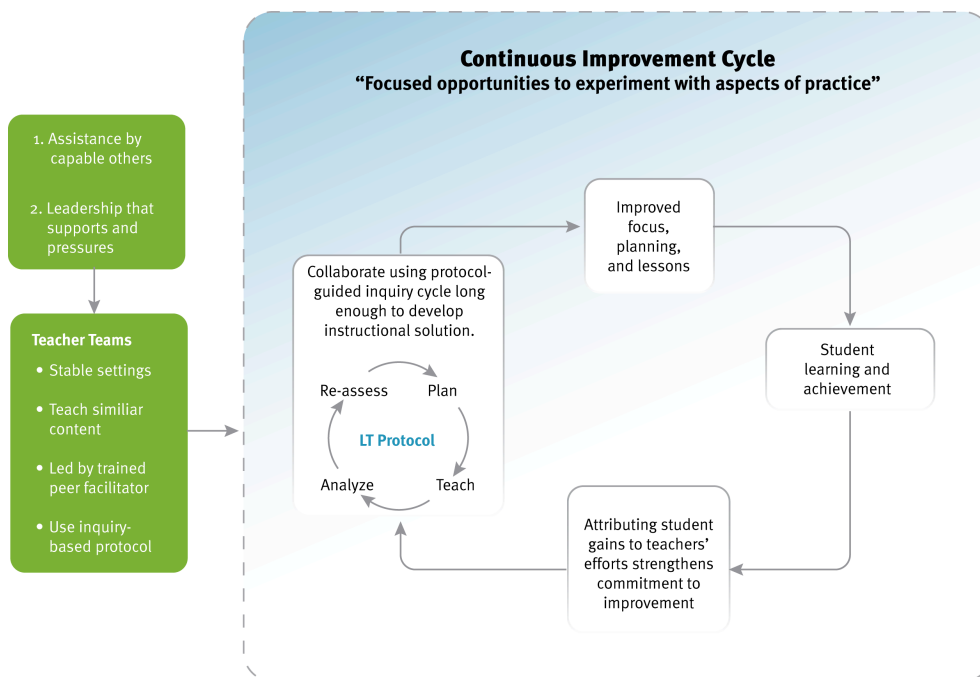
In the second year, our STEP model continues to build instructional capacity to improve student learning and school effectiveness, we have found that training needs to be extensive to produce highly functioning teacher workgroups that actually improve teaching and student achievement. A five-year, 15-school quasi-experimental design study (Saunders, et. al., 2009) demonstrated that statistically significant gains in student achievement (gains over and above that of our comparison group and state averages) emerged only when site-level training and assistance were provided. This reinforces the value of strong leadership training in affecting change.

From this research, we developed our Learning Teams Leadership Training and Assistance program, which is designed to develop strong instructional leaders. The program is composed of the following components:

- Instructional Leadership Institutes and follow-up Institutes (e.g., the Winter Institute)
- Monthly regional meetings throughout the school year
- Monthly services throughout the year delivered directly the school
- District-level settings and services
- Ongoing evaluation of Learning Team implementation

Phase IV: Building Internal Capacity for Sustained and Continuous Improvement

Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson's STEP provides MI schools with the data they need to monitor progress and improve instruction.



We believe this comprehensive solution will result in school improvement and increased student achievement and are committed to support all aspects of this plan.

2. Explain the school's ability to support systemic change required by the models selected.

We are ready, willing and able to partner with Pearson K-12 Solutions as we recognize that this will be a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. Given that we will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins with who we are and what we want to achieve, and feeling certain that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes, we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

We believe that this plan will allow us to build capacity for sustaining continuous improvement for these reasons:

- Building leadership is a crucial component of effective and sustained turnaround. Our comprehensive Leadership Institute will provide research-based strategies to support their initial efforts. Then, this knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly cohort conversations.
- The K-12 Solution team will train, mentor and support Detroit Public Schools educators to become effective Instructional Coaches (IC).
- The Instructional Coaches will be on hand to model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT), training Teacher Leaders from each grade level who become the Learning Teams facilitators, guiding the scope of work with each grade level team. Practices and protocols will become part of our work culture as distributed leadership supports each teacher to become a knowledge driven decision maker.
- Committee structures and practices will be in place to effectively link home, school, and the community, which includes identifying and supporting a Parent/Community Engagement Specialist.
- A positive school culture will communicate and support high aspirations and expectations for all.
- Our teachers will collaborate in small learning communities employing the Learning Teams (LT) model. The Learning Teams will effectively mentor and model effective instructional practices for new teachers that join our faculty, and support their becoming focused on meeting the needs of each student.

- In Years 2 and 3, K-12 Solutions will mentor and support one of our teachers to take on the role of advisor allowing this coaching model to continue.

Addressing Students' Social and Emotional Needs. STEP will define and help schools to establish socially and emotionally healthy learning environments by focusing training and building a common Language of Learning fostering practices to:

- **Build positive relationships with every child every day.** Relationships between adults and children provide a supportive context for teaching new skills as well as addressing problem behavior.
- **Create supportive environments** where children know what is expected of them, what to do, when to do it and how to do it
- **Use the school's Instructional Leadership Team** to help create and implement a socially and emotionally healthy school environment
- **Identify and integrate social and emotional learning strategies** across the curriculum and within the entire school environment
- **Assess understanding and use of social and emotional well-being learning strategies** in classroom/school management as part of annual teacher and administrator performance appraisals
- Monitor effective implementation of the **Positive Behavior Supports** model already in place in many MI schools
- **Integrate** professional development around the stigma and/or the impact of mental health on school climate and connectedness, classroom atmosphere, academic achievement, dropout rates, and overall school success

Culturally Responsive Practices

Our STEP Model explicitly embeds within our professional development modules for teachers and leaders to use and respect their students' languages, cultures, and life experiences through the following principles.

Culturally Responsive Practices	
STEP Principles	Practice
Communication of High Expectations	There are consistent messages, from the teacher and the whole school that students will succeed, based upon genuine respect for students and belief in student capability.
Active Teaching Methods	Instruction is designed to promote student engagement by requiring that students play an active role in crafting curriculum and developing learning activities.
Positive Perspectives on Parents and Families of Culturally and Linguistically Diverse Students	There is an ongoing participation in dialogue with students, parents, and community members on issues important to them, along with the inclusion of these individuals and issues in classroom curriculum and activities.

Culturally Responsive Practices	
Cultural Sensitivity	To maximize learning opportunities, teachers gain knowledge of the cultures represented in their classrooms and translate this knowledge into instructional practice.
Reshaping the Curriculum	A reshaped curriculum is culturally responsive to the background of students.
Culturally Responsive Learning Environment	Build positive relationships w/every child every day, create supportive environments, implement social and emotional learning strategies, implement school-wide Positive Behavior Support, staff development on mental health issues, explicitly teach social skills and decision making
Small Group Instruction and Academically-Related Discourse	Instruction is organized around low-pressure, student-controlled learning groups that can assist in the development of academic language.

Given the structure and support that K-12 Solutions brings to our school and our faculty, we are confident that we will be able to sustain the process of continuous improvement.

Historically, the staff at White Elementary/Middle School has remained stable, and has demonstrated the courage needed to embrace transformational change.

3. Describe the school's academic achievement in reading and mathematics for the past three years as determined by the state's assessments (MEAP/MME/Mi-Access).

	READING			MATH		
GRADE	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
3 Not Met	20.8%	41%	21.1 %	23.1%	20.9%	11.1%
Met or Exceeded	79.2%	59%	78.9%	76.9%	79.5%	88.9%
4 Not Met	49.4%	39.9%	42.9%	36.8%	25.3%	27.5%
Met or Exceeded	50.6%	60.2%	57.1%	63.2%	74.7%	72.5%
5 Not Met	57.4%	56.3%	48.6%	55.9%	60.6%	38.8%
Met or Exceeded	42.6%	43.7%	51.4%	44.1%	39.4%	66.2%
6 Not Met	51.2%	38.3%	47.9%	71.3%	46.8%	63.9%
Met or Exceeded	48.8%	61.7%	52.1%	28.7%	50.2%	36.1%
7 Not Met	N/A	N/A	50.9%	N/A	N/A	60.7%
Met or Exceeded			49.1%			39.3%
8 Not Met	N/A	N/A	34.6%	N/A	N/A	73.4%
Met or Exceeded			65.4%			26.6%

Our reading and math scores begin to decline at the 4th grade level and continuing quite precipitously at the 6th grade level. Further analysis of additional sources of data, including DIBELS, Accelerated Reader, BURST assessments, etc., appear to show that fidelity to implementation of the core reading and math programs as a contributing cause for the decline. We also found that students who were in special education programs spending less than 40% of their instructional time in general education classrooms scored significantly lower on MEAP.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

In many instances, data are collected for delivery to someone else such as the district office and/or state compliance officers. The White Elementary/Middle School staff has begun to use data more for self-assessment, problem solving, reflection and discovery. Understanding that school improvement requires informed, collaborative data users, the staff is committed to becoming more effective and efficient in the use of data to inform tiered instruction for all students.

The STEP model uses a 3–Tier instructional framework (e.g., Vaughn, Wanzek & Fletcher, 2007) which suggests three mandatory elements to enhance student learning and reduce the number of students who become at-risk for problems in a content area:

- **Research-based core program with quality first instruction** which focuses on the critical elements of effective instruction in the targeted content area (e.g., reading, math).
- **Progress monitoring** of all students is administered regularly to determine instructional needs and to guide instructional decisions.
- **Ongoing professional development** focuses on progress monitoring, elements of a successful program in the targeted content area, and features of effective instruction (e.g., independent and cooperative learning, scaffolded learning).

Pearson K–12 Solutions offers tiered instructional solutions for its elementary, middle, and early high school literacy and math programs. These tiered solutions follow the industry’s baseline standard:

- Tier 1 = on level / core instruction
- Tier 2 = strategic intervention
- Tier 3 = intensive intervention

The solutions consist of basal, supplemental intervention, and assessment products, as well as integrated professional development. The solutions are designed to promote the use of assessment data to inform instructional decisions.

Moreover, we will hire and support a Transition Teacher, whose job will include conducting diagnostics with new students to understand their current level of readiness in core areas of instruction. The result will be the creation of an education plan for each new student.

Core Instruction

Core instruction, central to our tiered model, consists of research and best-practice based teaching principles that are designed to help prevent students from slipping into Tier 2 or Tier 3 groups. Core instruction provides opportunities for teachers to

engage students; activate prior knowledge; instruct them in whole or small groups depending on need; deliver explicit instruction; and provide scaffolded and differentiated instructional strategies. Encompassing these practices of effective instruction is a consistent course-based framework for focusing on essential concepts, questions, and big ideas that challenge students to apply their knowledge in new situations.

Interventions

With support from the Instructional Coaches, including a Math Coach focused specifically on K-8 math pedagogical content knowledge, teachers carefully monitor interim formative reports to understand what students have learned and define what instructional interventions are needed. The interventions can be selected from a virtual library of strategies aligned to student mastery, or custom crafted to meet the specific needs of the students on the varied tiers. The identified strategies support the struggling student and assist them in reaching mastery.

Pearson has a vast library of interventions that are:

- Developed by recognized experts, practitioners, and researchers in math and literacy
- Research-based and have data to support their effectiveness
- Explicit and systematic, providing scaffolded instruction, embedded routines, and ample opportunities for practice and opportunities for active learning and application
- Designed to teach skills to students who do not benefit adequately from core reading and math instruction
- Designed to meet the needs of English language learners, providing opportunities to hear and practice oral language, read and write English words and sentences, and experience language devoted to exploring concepts and developing core vocabulary

Progress Monitoring

Assessments used for progress monitoring indicate whether Tier 2 and Tier 3 students are responding to intervention, and point to a suite of additional interventions. If further analysis of student deficiencies is required, additional literacy and math diagnostic assessments will be utilized to determine what targeted support is needed. Our benchmark assessments provide teacher feedback on how individual students are demonstrating proficiency against grade-level standards.

Mastery Learning Model

To this end, we will put in place a mastery learning model. Using this model, clear learning targets are identified and teachers work relentlessly to insure student mastery of the learning represented in each target. Gentile and Lalley (2003)^{vii} synthesized literature reviews and meta-analyses of hundreds of studies and drew six conclusions as summarized by Downey et. al (2009)^{viii}:

- Student achievement using a mastery learning model is superior to traditional teaching approaches

- Students in mastery learning groups scored higher on retention tests after several weeks or months than did those in traditional teaching groups
- The higher the passing standard, the larger the gains by those students in mastery learning groups
- Students taught with mastery learning are significantly more likely to report positive attitudes and confidence in their abilities
- Teachers using mastery learning in their own classes increased their expectations, as well as their attributions, for student achievement and what causes it
- Regarding memory by fast and slow learners, the amount initially learned determines how much is forgotten.

We believe that mastery learning verifies to teachers and administrators that students have learned the essential skills, knowledge, and processes that are required for success on high stakes assessment and in life.

To support mastery learning and its focus on clear learning targets for students, we will use a gradual release instructional model which involves effective modeling, focused guided practice, independent practice, and subsequent application of the learning by students. Student practice will include the effective use of feedback to improve student learning and increase student motivation.

Additionally, our principal, as an informed instructional leader, understands and advocates for student mastery and the use of the gradual release model as a primary goal of school improvement. Professional development, protected collaboration time, and materials for teachers to affect this change, to support mastery for their students, will provide evidence of this support.

In support of mastery learning, student mobility presents an area that needs to be addressed. Student mobility data identify a cadre of students whose enrollment at our school after the beginning of the academic year can impact the timeliness in which educational diagnostic assessment and individual student plan design occur.

A *Transition Teacher* position is being created responsible for:

- Conducting initial diagnostic assessments of new students
- Developing student plans based on academic strengths and needs as identified by the diagnostic assessment
- Providing immediate academic and social interventions
- Conducting student orientation to their new school
- Helping new students transition into the new setting
- Conducting school wide diagnostics
- Maintaining data walls

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Ninety minutes each week will be protected time for teacher professional development and collaboration. Our master school schedule provides time for one hour meetings on three Wednesdays each month. As a school we have the ability to bank this time to create one three hour session for more in depth professional learning. We will use our common prep time in grade level planning meetings for teacher collaboration and professional learning. We will identify time for collaborative planning within the school day by building a schedule that supports common planning time for job-alike teachers while students are involved in music, physical education, health, library, and computer classes. Teachers recognize that professional development and collaboration are priorities.

Pearson's STEP model provides extensive and intensive professional development targeted to meet the goals of the implementation plan and will support the transformation of small learning communities to become fully functioning, collaborative Learning Teams (LT). This well-researched, scalable model for teacher collaboration engages educators in the systematic study of student instructional needs.

Our school will identify teacher leaders representing every grade level to become facilitators of teacher work groups that will become Learning Teams. These teacher-leaders will be trained (3 days per year) and will meet each month as the Instructional Leadership Team (ILT) to analyze assessment results, monitor the progress of school improvement, debrief teacher workgroup meetings, and plan for upcoming LT meetings. The ILT will meet each month after the school day.

Recent studies show that establishing and sustaining teacher learning teams in Title I schools can significantly increase student achievement (Gallimore et al., 2009^{ix}). In addition, results from a five-year study of Pearson's collaborative LT model indicate that LT provides more focus in grade-level and ILT meetings on student academics, systematic instructional improvement and increase in retention as teachers become empowered with greater instructional decision-making.

Research shows that LT schools have greater gains in student achievement and better overall school functioning, including:

- Tighter links between teachers and administrators by focusing on academic goals
- Increased administrator participation in meetings focused on improving instruction

- More tightly coupled meetings that were less frequently cancelled or re-purposed
- Better teacher understanding and more positive expectations of assessment data
- Improvement for collecting, analyzing, and using data over time
- Attributions for student achievement more focused on teachers' planning and instruction, rather than teacher and student traits, and other non-instructional explanations (McDougall, Saunders, & Goldenberg, 2007^x).

Effective implementation of the LT program involves maximizing the time available with the school year to improve teaching and student learning. Delays and wasted time compromise the effort. As we collaboratively develop our Implementation and Evaluation Plan, we will create a year-long calendar for professional development and collaboration and protect those meeting times. The budget includes substitute teacher pay in order to allow teachers to attend LT trainings and meetings, as well as Summer professional development offerings in order to avoid cancellations. Cancellations do little to build teachers' trust and their sense that these meetings are to be taken seriously.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Parental Involvement

We look forward to involving parents more deeply in their children's learning as we are aware that there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character (McNeal, 1999^{xi}).

Research indicates that family involvement positively affects outcomes for students (e.g., Catsambis, 2001^{xii}). We want the same kind of outcomes that are supported by this research, including:

- **Higher achievement:** The 2009 MEAP results reveal that at grade 7 about 1/2 of our students show proficiency in math or reading; and by grade 8 only 26.6 percent of our students are proficient in math! We desperately want higher achievement and are committed to partnering with parents and community members to co-create the vision, to articulate the expectations, and to create the opportunities for all students to achieve.

Our attendance target for AYP was 93%. Our actual attendance rate was 90%.

- **More responsible preparation for class:** We believe that parents want what is best for their child and that if they realize how important it is to check their child's homework, their child will benefit. We will use learning contracts to better communicate expectations with parents.

Other studies note that when schools communicate effectively and involve family and community members in activities, there is a decline in the need for student disciplinary actions (Sheldon & Epstein, 2002^{xiii}). Our K-12 Solutions team will examine our current systems of communication and together we will upgrade and implement more effective methods for linking home and school.

Current parental involvement initiatives at White Elementary/Middle School include:

- Parent Grade Level Collaboration Meetings (PGLC)
- Muffins for Mom and Donuts for Dad
- Henry Ford Health Systems School Clinic
- Local School Community Organization (LSCO)
- Open Houses
- Pre-School Home Visits

To further demonstrate our commitment to fostering parental involvement, we will identify a *Parent Involvement Specialist*, who will coordinate all activities related to parent and community involvement. The *Parent Involvement Specialist* will also

create initiatives that increase and continue to customize that involvement based on identified school-community needs. Specifically, the *Parent Involvement Specialist* will be responsible for the following:

- Monitoring home/school connection
- Conducting home visits
- Seeking community resources to support students/families
- Coordinating volunteer activities
- Coordinating and facilitating parent activities at the school
- Seeking community involvement to support identified gaps
- Identifying and supporting parenting and community education classes
- Support and enhance the work of the STEP Advisory Committee described below

Community Engagement

We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.

The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become another level of accountability relative to the Evaluation Plan. Each member serves as an advocate, sharing information within their stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers.

The work of the STEP Advisory Committee will be supported and enhanced by the *Parent Involvement Specialist* as identified in the preceding section of this document.

Outside Experts

To find highly qualified individuals, we conduct national recruiting to secure highly experienced and certified educational professionals who have demonstrated capacity as master teachers (with coaching experience and pedagogical content expertise), and highly successful master leaders (as former principals and school leaders) with experience in successful school reform. We have a strong network of educators from which to seek referrals and utilize a rigorous recruiting, screening process which includes a fingerprint background clearance. Candidates who pass the screening are interviewed in a multi-step process that results in a profile of both skills and dispositions that can be used to assess fit with particular positions. Wherever possible, we recruit locally to access local knowledge that is important to

success. The K-12 Solution Team includes experts who have successfully led school turnarounds and are distinguished in the field of education.

Our K–12 Solutions team also includes 14 diagnosticians, 80 professional development experts, and over 160 educational consultants who have years of experience in a variety of educational settings.

Scott Drossos, President, K–12 Solutions

Scott is responsible for developing and implementing comprehensive solutions that focus on district and school improvement. Under Scott's leadership, K–12 Solutions developed its School Turnaround Education Partnership (STEP); a research-based model that draws on the team's school improvement background and Pearson's proven products. Before joining Pearson, Scott worked with EdisonLearning. EdisonLearning experienced unprecedented growth in the number of district partnerships, school sites, sales revenue, and product development under his leadership. Earlier in his career, Scott held senior executive roles in two prominent education software companies. He has a BA in International Relations from the University of British Columbia and a Business Administration degree from Pace University.

Jan Vesely, EdD, Senior Vice President, K–12 Solutions

Dr. Jan Vesely is responsible for the planning and implementation of high-quality achievement partnerships for states, districts, and schools. Jan's extensive experience and leadership working with teachers and administrators to improve instruction and personalize learning enable her to lead the team that is responsible for integrating Pearson capabilities and delivering a coherent program of services. She came to Pearson from Sunnyside Unified School District in Tucson, AZ, where she served as Deputy Superintendent of Instruction and Curriculum. Prior to Sunnyside, Jan worked at Edison Learning as Vice President of the Achievement Services team responsible for school turnaround and improving student achievement in school districts and charter schools. Dr. Vesely was recognized as a school turnaround principal and her school was honored by the Center for the Future of Arizona as a "Beat the Odds" high-poverty, high-performing school. Her experience also includes work as a secondary teacher, elementary principal, and assistant superintendent. She earned her EdD in Educational Leadership from Northern Arizona University.

We will have two Solutions Specialists supporting the implementation plan, along with our onsite dedicated team consisting of an Achievement Advisor, Instructional Advisors for Literacy and Math, and Learning Team Advisor.

Roseanne DeCesari, Solutions Specialist

Ms. Roseanne DeCesari, Solutions Specialist, travels to schools and collects data onsite with our diagnosticians. She also works with other team members to synthesize results into a Diagnostic Report and to report results and

recommendations to each school. In addition, Ms. DeCesari meets with schools to help identify the appropriate Intervention Model. Ms. DeCesari will bring more than 20 years of experience as an educator. Before joining Pearson, she served as a teacher and curriculum specialist in high-poverty and high-minority schools and, most recently, a principal of an Excelling school in the richly diverse Tucson Unified School District in Arizona. Ms. DeCesari co-facilitated an academy for prospective administrators and also served as a Principal Mentor in Title I Schools for the Beat the Odds Foundation. She has an MA in Education Administration from the University of Phoenix and a BA in Education from the University of Toledo.

Donna Anderson-Davis, Solutions Specialist

Ms. Donna M. Anderson-Davis, Solutions Specialist, is part of our development team. She has been instrumental in designing the Leadership Institute and will also assist schools in the comprehensive diagnostic process and the creation of the implementation plan. Ms. Anderson-Davis brings more than 25 years of experience as an educator. Before joining Pearson, she served as Senior Director of Professional Learning for a national consulting firm where she trained and supervised a large consulting cadre. In addition, she has worked with hundreds of principals on their school improvement efforts across the United States. As a high school principal in north Denver, her school received special recognition for the dramatic gains in student achievement. She has completed her doctoral course work in Educational Leadership at Regent University and is completing her dissertation on the relationship between the leadership attributes and student achievement.

Marci Erby, Pearson K-12 Solutions Achievement Advisor

Dr. Marci A. Erby will serve as the Pearson K-12 Solutions Achievement Advisor for the Detroit Public Schools turnaround/transition partner. Dr. Erby has over 30 years experience as an educator having taught special education for students whose educational diagnosis was that of emotional impairment and severe emotional impairment in the River Rouge, Pontiac and Southfield Public School Districts. She served as the chairperson of the special education department and, later, as the assistant principal of a comprehensive high school, then of an alternative education high school in charge of the extended day, credit retrieval program in Southfield, MI. During 12 years of service as an elementary principal of a high needs elementary school, Dr. Erby designed and implemented collaborative models for teachers to work reflectively and intensively to improve and embed effective instructional practices resulting in significant gains in student learning. Dr. Erby holds a BS degree in special education for the emotionally impaired from the University of Michigan, an MA degree in instructional technology from Wayne State University, and an EdD in educational leadership from Eastern Michigan University. Her dissertation is a qualitative study that explored phenomenology around the majority-minority or White minority student in two Black majority high schools in an urban-suburban school district. The key finding was that building resilience in schools (i.e., high expectations, adult mentoring, opportunities for service to others/community involvement, and mastery learning) with intentionality, can greatly reduce student

marginality as children are equipped to negotiate barriers and learn to outwit, outclass, and overcome adversity in favor of positive and powerful personal growth and becoming.

Katherine McKnight, PhD, Director of Evaluation

Katherine is responsible for designing and implementing evaluations of Pearson programs and products to improve K–12 teaching. Katherine’s background in education reform includes tenure at the University of Arizona and California Teachers Association. Her Tucson gap analysis contributed to the development of an American Indian Social and Cultural Center. Katherine earned her PhD in Clinical Psychology, minoring in Program Evaluation and Research Methodology from the University of Arizona.

Lou Delzompo, Senior Vice President, Solutions Development

Lou verifies that Pearson’s solution offerings meet customer needs. As CEO and co-founder of Connected Information Systems, Inc., Lou built a product designed to harness social networking and Web 2.0 technology to enhance collaborative learning and improve communications within schools. Prior to launching Connected Information Systems, Lou was senior director of core engineering for the School Systems group of Pearson. Lou has an MBA from Worcester Polytechnic Institute and a BS from the University of San Francisco.

Beth Wray, President, Learning Teams/Senior Vice President, K–12 Solutions

Beth taught at the elementary and college levels in special education for 10 years before entering the educational publishing industry. She has held various positions within the education industry and currently supports the implementation of Learning Teams as part of our STEP model. Beth has an MS in Learning Disabilities from Purdue University and a BS in Elementary Education from Northwestern University.

Ivory Benton, Vice President, Business Development

Ivory works with school districts to customize school improvement solutions. Before joining Pearson, Ivory worked to implement education products and services in large school districts. His experience also includes five years as a teacher in Boston Public Schools. Ivory earned an MS in Elementary Education from Wheelock College and a BA from the University of Massachusetts.

SECTION III: PROPOSED ACTIVITIES

- 1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

The K-12 Solutions STEP model deeply aligns with the Transformation and Turnaround models as outlined by the US Department of Education and is consistent with School Improvement Grants (SIG).

The K-12 Solutions STEP framework meets the required elements of the SIG Transformational Model for Tier 1 and Tier II schools in the following ways:

Develop and increase teacher and school leader effectiveness.

K-12 Solutions will provide professional development (PD) for our principal and teachers that includes:

- A five-day Principal Leadership Institute, monthly principal cohort trainings, and coaching from the K-12 Solutions Achievement Advisor (AA).
- Professional development targets to direct PD identified in the needs assessment that is data driven, personalized, and focuses on research-based instructional practices
- Onsite DPS Instructional Coaches (IC) support teachers to transfer new information and strategies into classroom practice
- LT implementation develops distributed leadership, improves the quality of instruction and instructional leadership, and increases retention and morale

The budget includes pay for substitute teachers so that teachers can attend trainings both during the school year and during the summer, in order to ensure that teachers can attend.

Implement comprehensive instructional reform strategies. STEP focuses on research-based approaches to teacher development that have proven to increase teacher effectiveness and student achievement. The professional development process provides for collaboration, initiation, implementation, institutionalization, and renewal to build instructional capacity. School-based AA and IC provide targeted professional development, follow up, and on-the-job application support to improve instruction. Protected times for ongoing professional development will be established and supported to permit collaboration and knowledge driven decision making. Alignment of curriculum to state standards and mastery learning supported by tiered instruction will be implemented

Math and literacy coaches will be utilized to disaggregate data and support the development of short cycle common formative assessments. These formative assessments will include items from Learning Village, DPS curriculum pacing guides as well as teacher generated questions. The information from these data will drive the planning of tiered instruction to meet specific needs of students, ultimately resulting in mastery of clear learning targets. *Instructional Coaches* will also observe in classrooms, facilitate reflective conversations with teachers about instruction, and model lessons related to professional development.

Increase learning time and create community-oriented schools. Time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. STEP seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. STEP will help our school define and optimize opportunities for increasing learning time and building community-oriented schools. We will maximize the use of technology supported instructional tools so that learning that is not limited by the school calendar or the walls of the school. This plan also includes a master schedule that provides time for “double dosing” of both math and language arts:

- 90 minutes within the instructional day for mathematics instruction
- 135 minutes built into the master schedule for language arts instruction

The extended day will provide time for Tier III intensive remediation as well as for enrichment for students achieving at Tier I levels.

Provide operational flexibility and sustained support. The STEP model is flexible and customized to the unique needs of each school through the systematic planning process. The K–12 Solutions STEP model is designed to build capacity and distributed leadership within the school. Gradual release strategies are built into the model from the start for a smooth transition to help internal staff sustain the school’s transformation.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

During the Diagnostic Review, K–12 Solutions team members will assess current capabilities, programs, and school capacity. They will observe classrooms, collect surveys from students, parents, and staff about their perceptions of our school, and hold focus groups for faculty, parents, and staff. The team collects data and analyzes the following key factors:

- **Consistency and quality of classroom** practices, routines, and teaching strategies
- **Effectiveness in the use of data** to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process
- **School organization and collaboration effectiveness**, including processes for peer development and priority setting, school calendar, and scheduling
- **Quality of technology infrastructure**, including interoperability of technology, capacity, and use of systems
- **Quality and fidelity of curriculum implementation**, including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
- **Community engagement and communication strategy**, including an understanding of the goals and aspirations of the students and the community, and beliefs about college as an option

A summary of their findings will be compiled in a Diagnostic Report that forms the basis of the Implementation Plan.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub-groups and needs.

Data about student learning is important in determining the effectiveness of the school and classroom. In addition, we the school also needs to review the actions of the adults, the professional practices that impact student learning. These adult actions include data on instructional planning (curriculum alignment, formative assessments, etc.), instructional delivery (use of instructional strategies, learning strategies for students, etc), and classroom environment (climate, management, etc.). We will visit classrooms daily and collect data using rubrics and checklists and collecting evidence of student learning. To assure reliability in our classroom observation data collection, our Leadership Team, including our Instructional coaches, will participate in training to help us calibrate our observations and data collection methods. We will use Teacher Compass, a web-based application, to

collect and analyze this data regularly. The data will be disaggregated to help assure that teachers are helping all subgroups improve their learning and levels of achievement.

Our monitoring will be continuous and will inform our weekly planning sessions with our embedded Achievement Advisor. The triangulation of data from a variety of sources will provide the most comprehensive look at the progress we are making with our student subgroups and the improvement of our teachers' instructional delivery. We will use this data to help monitor the implementation of our professional development and to identify additional areas needed for the ongoing professional development of our staff.

Theory of Action

From the comprehensive diagnostic school review, a report with the aggregated data findings and recommendations will become the foundation of the ensuing Theory of Action. The Diagnostic Report will be shared with the school and district in conjunction with the beginning of work on the Theory of Action. The report might be considered a "state of the school" address where facts are supported by data and patterns are pointed out to key stakeholders.

At this point our key stakeholders "dive into the data" as we identify root causes that have hampered achievement in the past. We will identify well respected and visionary teachers, parents, and community members to participate in three days of collaborative discourse so that together we can develop a customized Theory of Action that will lead to our Implementation Plan.

The central focus of a systematic approach to initiative planning and implementation is the Theory of Action. With a Theory of Action, educators find, understand, and communicate the connections between school improvement strategies and what we know or suspect about how students learn. The Theory of Action specifies action steps that the school improvement team believes are required to bring about the outcomes of focus for our school. The Theory of Action is unique and personalized for our school and helps to map out programs to affect the intended change.

Developing a Theory of Action involves a number of steps that work iteratively. These steps broadly include:

- Defining the problems that exist between current conditions and preferred reality.
- Defining the root causes
- Identifying the strategies and action steps to address and close the gaps so that the schools goals are met.

- Developing and aligning the implementation plan by which the strategies are expected to produce their intended outcomes

Implementation Plan

Based on the developed Theory of Action, our stakeholders and the K–12 Solutions team collaboratively develop a clear Implementation Plan to guide the hard work of school improvement, to verify that everyone is doing their part, and to demonstrate how and what needs to be done.

Our Professional Development Plan is developed and driven by the problems identified within the Diagnostic Report with strategies/action steps outlined to solve those problems. The professional development becomes a strategy written into the Theory of Action and the Implementation Plan.

Evaluation Plan

Senior members of the K–12 Solutions team, together with our school teams, collaboratively develop an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, how they will be measured, and a plan for monitoring the implementation itself. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan as is the plan for sharing results.

Data collected during the Diagnostic Visit establishes a baseline that determines direction for our school's improvement plan. Ongoing data collection, disaggregated by sub group when appropriate, will monitor the effectiveness of our improvement efforts and allow us to refine our improvement initiatives in a timely manner.

- ii. **Describe how the school will collect, analyze, and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

A series of meetings is scheduled to present the Theory of Action, Implementation Plan, and Evaluation Plan to all the stakeholders including the STEP Advisory Committee, district leaders, and our school community. We will utilize of mediums and platforms to communicate our continued progress with our constituents. We will include parent newsletters, data walls, parent portals, monthly calendars, monthly parent meetings, teacher and students celebrations and recognitions by the principal, daily attendance graphs posted in a prominent location, and other strategies monitoring and sharing strategies as identified by stakeholder groups.

Instructional Leadership Team

The primary responsibility of the Instructional Leadership Team is to analyze data to inform the work of their professional learning teams. The data from ongoing

assessments will be available to all teachers and the principal so that through disaggregation of that data, specific learning needs can be identified, understood, and supported through appropriate instruction.

Classroom Instruction Data

Classroom observations will be supported by a web-based application to provide our teachers and principal with teacher performance data. This tool can be used to disaggregate results rapidly and generate easy-to-read reports and graphs related to various performance indicators. In addition, the web-based application includes prescriptive resources to support ongoing feedback related to classroom observation data.

Ongoing classroom observation data is collected for a number of indicators linked to our Theory of Action providing the teacher with dashboards to monitor continuous improvement related to their own instructional practice.

All of the classroom observation data is aggregated for our principal to use in formal feedback and evaluation processes, along with recommendations for improvement that include prescriptive support.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Continuous improvement reflects the ongoing use of data from a variety of sources that provide the basis for making just in time, midcourse, and end of course adjustments. We recognize our need for an implementation that is effective and reliable. We will implement the following initiatives to meet our goal:

- Professional development for our teachers that is scientifically research based will support mastery learning, gradual release, tiered instruction, and differentiated learning.
- Coaching will provided to support the principal as instructional leader and the teacher as reflective professional
- Informal and formal teacher observations will monitor whether the PD is being consistently applied in the classroom.
- Materials that engage and support the diverse needs of students will be implemented and monitored.
- Formative benchmark and short cycle assessment will be created, implemented, and analyzed in core areas that are linked to Michigan state standards at all grade levels.
- Teachers will function in LT to analyze data from formative assessments and collaboratively develop lessons that support differentiated instruction.

- Students identified as not meeting the standards on benchmark assessments will receive supplemental instruction, including one-on-one teaching, re-teaching and re-modeling.

Learning Village Interim Assessment System (IAS)

Since even a glance at our test scores indicates the need to measure student achievement progress to ensure mastery of essential learning, we will utilize the district's *Learning Village Interim Assessment System (IAS)*. This assessment system will provide rich and timely data for LT and ILT analysis in support of knowledge-driven decision making about student learning. Our principal and our teachers will also learn to analyze data based on curricular benchmarks and Michigan state standards.

The effective use of assessment for learning, relying on both summative and formative assessments, will enable the principal to monitor the continuous progress of our improving instruction. The Achievement Advisor and our principal will closely monitor IAS data to ensure all students are learning and improvement initiatives are working.

Because of these initiatives we expect our students to show achievement gains on the benchmark and formative assessments created by our teachers and implemented by the beginning of the second quarter (November 4, 2010) and all assessments given in 2011-12. We recognize that the process of implementing these initiatives will need to be completed before significant impact is observed on the following high stakes tests:

TIMELINE	TEST	GRADE-SUBJECT AREA
October 12-20	Michigan Educational Assessment Program (MEAP)	3-8 Math & Reading 4, 7 Writing 5, 8 Science 6 Social Studies
October 13-29	MEAP-ACCESS (Students w/IEP)	3-8 Reading/Writing & Math
Oct. 12-Nov. 20	MI-ACCESS (Students whose IEP indicates MEAP and MEAP-ACCESS are not appropriate)	3-8 English Language Arts 3-8 Math 5, 8 Science
November 2-December 11	Brigance Diagnostic Comprehensive Inventory (Special Ed. Students as determined by IEP)	1-2 Reading, Math
Dec. 7-11	Michigan Educational Technology Standards (METS)	8 Technology Literacy
Jan. 25-March 5	NAEP (Selected Schools)	4, 8 Reading, Math, Science
March 15-April 23	English Language Proficiency Assessment (ELPA) (Students eligible for bilingual services)	1-8 Listening, Writing, Reading, Speaking

- iv. **Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

Our Professional Development Plan will be aligned with our Implementation Plan as described earlier. The Implementation Plan will identify strategies that need to be supported by professional development. Professional development will be provided by our K-12 Solutions team and is deeply aligned with the National Staff Development Council Standards for Staff Development that focuses on context, process, and content standards. Our professional development plan will be completed by October 2010 which will allow it to reflect the results of comprehensive diagnostics obtained through the Diagnostic Review while ensuring that it is in place to support timely implementation.

NSDC CONTEXT STANDARDS

Developing an Integrated Network of Professional Learning Communities

We will bring faculty, staff, parents, and business and community leaders together to form a diverse learning community and an effective education partnership through our *STEP Advisory Committee*. Key stakeholders meet quarterly with administrators and K-12 Solution team members and participate in planning and problem solving to provide accountability, buy-in, rigorous implementation, and sustainability to deliver the expected outcomes. We provide a structured agenda and focused expectations, which creates an atmosphere of purpose and importance in the meetings as members consider their school's progress and decide future implementation issues.

Our principal will attend a five day *Principal Leadership Institute* to develop a common Language of Leadership and Learning. Our principal receives ongoing coaching from the AA. The principal participates in an ongoing professional learning community through monthly *clustered principal workshops*.

Our principal and teacher-leaders representing every grade level/content area become the *Instructional Learning Team (ILT)*. Formation of this team, along with support and training from the embedded K-12 Solutions team, builds distributed leaders who facilitate teacher workgroups in the adoption and implementation of improvement strategies.

Learning Teams (LT) bring teachers together to learn from each other, refine their skills to improve student performance, and self-assess their progress. Based on 19 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that engages teachers to refine their teaching and produce better student results. LT not only improves student

achievement and school culture, but also builds within schools sustainable capacity to continuously improve teaching and student learning.

Developing Leaders Who Guide Continuous Instructional Improvements

Operating within the professional learning communities described above, our principal will demonstrate support and understanding by committing to continually develop as an instructional leader and provide resources necessary to enable teachers to become leaders through the ILT and improve their own instruction through the LT model.

Our principal will receive one-on-one coaching by the AA as well as guidance and support for distributed leadership and collaborative decision-making through our LT model. The K-12 Solutions team also facilitates monthly clustered principal workshops that provide skills training and support for leading change efforts.

Identify and Access Appropriate Resources

STEP will help us build an implementation plan that addresses the needs identified by this process and assists us to identify and access appropriate resources. The LT teacher collaboration model provides a comprehensive protocol to identify a student need and act on it to produce improvements in student achievement. Dedicated school-site settings for teachers and administrators enable educators to engage in this work, with targeted assistance from LT advisors throughout the year.

The STEP model includes the use of technology to monitor the implementation plan. An IAS is developed as part of the school's interoperable technology strategy to capture result data and generate evaluation reports. This resource, accompanied by training in data analysis and application, will create capacity within the school staff to carry out this evaluation using appropriate tools.

NSDC PROCESS STANDARDS

Supporting Knowledge Driven Decision Making

To make instructional decisions informed by data, teachers need access to current, disaggregated achievement data so they may use these data to inform teaching and differentiate learning for their students. Once in place, our teachers will receive training from the AA on effective analysis of student data provided by our new IAS and guidance from the IC to use these data as they plan instruction that meets the needs of all students.

Ongoing Evaluation

A variety of metrics will be put in place to ensure that our school improvement plan is on track. One important measure will be ongoing teacher observations that will be supported by *Teacher Compass*, a web-based application that will provide teacher performance data that will direct a personalized plan for professional development. This customizable tool can be used to disaggregate results rapidly, and generate easy-to-read reports and graphs related to various performance indicators.

Along with customizable evaluation and observation forms, *Teacher Compass* covers eight dimensions and includes a scoring system for the following:

- Planning and Preparation
- Knowledge
- Process of Instruction
- Assessment and Activities
- Classroom Climate
- Classroom Management
- Interpersonal Skills
- Professional Expectations

Providing trend data and reports, *Teacher Compass* can guide teachers to appropriate professional development based on their personalized data.

Applying Research Based Solutions

The AA will provide professional development so that our teachers build instructional competencies using a variety of inputs, including professional development focused on content and research-based pedagogy to foster the implementation of effective learning strategies. Our teachers will learn how to support mastery learning through tiered instruction. At White, the SIOP (Sheltered Instruction Observation Protocol) and Words Their Way institutes will be delivered during Year 1 in order to support research-based strategies for effective instruction of English Language Learners (SIOP) and effective literacy instruction (Words Their Way).

Designing Effective Instruction

Curriculum, assessment, and instruction must align closely, so that what is written is taught, and what is taught is effective. The AA will work with teachers to effectively align our school's core curriculum with state standards. Guided by research-based curriculum standards, our teachers will develop a rigorous, relevant, and deeply aligned curriculum, which is revisited annually for revisions as needed (Frase, English, and Poston, 2000^{xiv}). It specifies mastery learning goals, defining proficiency requirements, as well as instructional pacing. Deeply aligned curriculum will give our teachers more time to focus on lessons and provide more relevant content to increase student engagement.

Informing and Equipping the Adult Learner

While initial professional development will address our entire staff to develop a common Language of Learning and the creation of structures to support school-wide expectations, ongoing and regular professional develop will be personalized to reflect the identified needs of our principal and teachers. On site AA and IC will help our teachers and principal implement improvement plans through ongoing research-based training and one-on-one support. We emphasize coaching because it provides job-embedded learning, which allows our principal and teachers to learn by doing, reflecting on their experiences.

Collaborating for School Improvement

The ILT and LT will provide effective teacher and administrator inquiry-based collaboration settings to identify student learning needs and instructional strategies, monitor effectiveness, and revise where necessary. LT allow teachers and administrators to assess instruction as it relates to student needs and helps reinforce knowledge learned through targeted professional development (Darling-Hammond et al., 2009^{xv}; Goldenberg, 2004^{xvi}).

NSDC CONTENT STANDARDS

Emphasizing School Culture

We will create a family-friendly and safe culture, where all students and families are respected, where educators feel respected and valued, and where students feel connected to their learning and their school. We will evaluate and adjust our practices to facilitate students' healthy social-emotional development without shortchanging academic development. Improving management structures, policies and practices, and home-school relationships can significantly improve school climate and produce greater cohesion among staff.

Based on findings from our Diagnostic Review, strategies will be developed to target the identified needs, through the collaborative Theory of Action and implementation planning processes. Our K-12 Solutions Team will provide strategies, as needed, to address a number of school culture areas. For example, Pearson works with the Quaglia Institute for Student Aspirations (QISA), whose researchers have identified eight conditions as critical in fostering and maintaining student aspirations. Student aspirations have been linked to student achievement. Districts that have targeted these eight conditions report higher attendance and decreased dropout rates (QISA, 2009^{xvii}).

Additionally, Pearson's K–12 Solutions team will assist us to develop our own strategies, to encourage ownership and engagement in the process. Recommendations for improving school culture to improve student outcomes include interventions focused on student aspirations, a positive physical learning environment, and promoting high academic expectations.

Providing Professional Development that Supports Content and Pedagogy

Weekly professional development sessions offer research-based instructional practices to address areas of need identified during the Diagnostic Review that are specified in our Theory of Action. The IC will provide one-to-one coaching for teachers so the new techniques and strategies become part of daily classroom practice.

Pearson has a wide variety of services and products to support teachers to optimize their teaching and learning including online, print, and professional development modules. Our customized Implementation Plan will guide the crafting and selection of services and materials to meet the unique needs of our school and the adult learning needs of our principal and teachers.

The IC provides site-based support focusing on instructional delivery and content pedagogy. Research indicates that embedded coaching has a positive effect on enhancing instruction and on student achievement (Matsumara et al., 2008^{xviii}). The IC

models and supports lessons, conducts lesson studies, and works in classrooms to improve instruction and support teacher efficacy.

Coaches are trained to conduct reflective conversations with teachers as part of their ongoing coaching and mentoring. Coaches develop a working rapport with teachers that enables them to reflect on their own teaching practice and to critically analyze their own teaching behaviors in order to determine areas of growth in pedagogy or delivery of the aligned curriculum.

- 3 List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

Tracy Martin

Chief of Staff

Office of the Chief Academic and Accountability Auditor

It is expected that Ms Martin will dedicate _____ of her time to the oversight of our school.

- 4 Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

	TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
Sept. 2010	SYSTEMATICALLY PLAN FOR SCHOOL IMPROVEMENT Diagnostic Review	Comprehensive collection and analysis of historical and current data	-Comprehensive Needs Assessment -Perception Data from parents, students, teachers, staff (surveys, interviews, focus groups) -Classroom observation data -Leadership effectiveness surveys -Achievement data over time	K-12 Diagnosticians collect data from diverse stakeholders
	Diagnostic Report	Summary of findings leading to Theory of Action	--Report delivered, shared/edited with key stakeholders:	Senior K-12 Team Member
	Theory of Action	Collaboratively agreed upon ToFA	<ul style="list-style-type: none"> Customized T of A Customized IP Customized EP 	Senior K-12 Team Member
	Implementation Plan	Collaboratively developed IP		Senior K-12 Team Member
	Evaluation Plan	Collaboratively agreed upon EP		K-12 Director of Evaluation
	DEVELOP INSTRUCTIONAL LEADERSHIP	5-day workshop (instructional	-Workshop Evaluation -Results from VAL-ED Leadership Effectiveness Survey -Workshop Engagement Instrument	Senior K-12 Team Member assisted by AA

	TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
Aug/ Sept. 2010	Principal Leadership Institute	leadership & management skills)	-Calendar and agendas	K-12 Achievement Advisor (AA) K-12 AA K-12 Assoc. Dir. of LT K-12 Assoc. Dir. of LT
Oct- June	Principal Cluster Workshops	Monthly meetings to report progress and receive add'l training	-Learning Walk data	
Sept- June	One-on-One Training	Weekly coaching	-Institute materials and evaluation	
Jan 2011	LT Readiness	2 half-day leadership training for admin	-Institute materials and evaluation	
June 2011	LT Launch Institute	2 day workshop for ILT & principal		
Sept./ Nov./ Feb./ June 2010-2013	CREATE COLLABORATIVE EDUCATION PARTNERSHIPS STEP Advisory Committee	Stakeholder reps: -Parents -Community members -Educational Organizations -Teachers -Staff -Principal	Meet quarterly to -Oversee the IP -Provide solutions beyond the school's reach -Monitor progress -Identify potential obstacles -Brainstorm and develop solutions -Champion the initiative -Celebrate successes	K-12 Achievement Director facilitates these meeting Principal guides selection of members
Sept.- June, 2010-2013	EMBED ACHIEVEMENT SUPPORT Coaches Boot Camp Ongoing Coaching Ongoing Training	 10 day training for AA & DPS coaches On site coaches to support PD and leadership training Monthly training to support PD	 -CBC Agenda and Evaluation -Weekly one-on-one leadership training for principal -Weekly teacher PD -Teacher mentoring & classroom observ -Monthly agendas	Sr. K-12 Team Member K-12 AA DPS IC DPS IC K-12 Achievement Dir.
Sept 2010 Ongoing	ALIGN CURRICULUM Audit Curriculum Revise Curriculum	 Examine current curriculum Refine curriculum to meet standards	 -Curriculum Rubric -Curriculum template -Curriculum pacing documents	K-12 Diagnostician K-12 AA
Sept 2010 Ongoing	OPTIMIZE CONDITIONS OF TEACHING & LEARNING	 Weekly Teacher	 -Calendar & Agenda -Teacher observation reports -Personalized pd reports	K-12 AA DPS IC

	TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
	Teacher PD Ongoing Coaching Learning Teams	PD One-on-one support Collaborative teacher learning communities	-LT evaluation pieces	
	KNOWLEDGE DRIVEN DECISION MAKING & TECHNOLOGY FOR LEARNING Interim Assessment System Data Coaching Tech Tools	Audit current tech for formative assessment and achievement report Identify & Implement system upgrades Train Principal & teachers to analyze data to inform instruction Identify and implement instructional tools to support personalized learning for students	-Analysis of strengths & weaknesses of current technology -Installed upgrades -Training manuals -Training sessions evaluations -Delivery & implementation of instructional tools	Pearson technologist K-12 AA DPS IC
Jan 2011 June 2011-2013 Aug 2011-2013	EVALUATE FOR CONTINUOUS IMPROVEMENT Interim Evaluation Report Annual Evaluation Report Refreshed Evaluation Plan	Follow up surveys, interviews, focus groups, observations Summary of progress Summary of progress Creation of ER for following year	-Summary of data -Summarized progress reports -Sharing of progress reports -Reprioritizing of outcomes and expectations based on current progress	K-12 Diagnosticians K-12 Director of Technology

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Respond by indicating yes or no. Provide

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils • Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 			
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
• Schedule			
• Length			
• Financing			
• Instructors			
• Evaluation			
• Mentoring			
Budgeting			
School funding allocations to major spending categories			
• School staff input on allocation			
• Approval of allocation			
• Change of allocation midyear			

Polices/ Practices	In Place	Under Consideration	Not Needed
Major contracts for goods and services • Approval process streamlined			
• Restrictions (e.g., amounts, vendors)			
• Legal clarifications			
• Process			
• Stipulations (e.g., targeted vs. unrestricted spending)			
• Timeline			
• Points of contact			
Auditing of school financial practices Process			
• Consequences			

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

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